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ABSTRACT

This report presents data on the 1988 freshman class of the College of Staten Island of the City University of New York, from the perspectives of profile, performance, and retention. Data are reported not only for the class as a whole and according to full-time and part-time sessions, but also by day, evening, weekend, and combined sessions. In addition, the population is viewed according to age, gender, race, ethnicity, and English-language background. Data are organized within the following categories: (1) demographics; (2) college preparedness, including high school averages, Freshmen Skills Assessment Program test scores, and trends over time; (3) aspirations, attitudes, and activities; (4) parental income; (5) employment and living arrangements; (6) enrollment trends; (7) grade point average after one and two college semesters; (8) enrollment in basic skills courses; and (9) first year persistence. (JDD)

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THE 1988 ANNUAL REPORT ON FRESHMEN

The College of Staten Island
The City University of New York

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The Annual Reports of 1986 and 1987 presented data on the freshman class separated into two distinct populations: full time students and part time students. This widely used manner of calculating and presenting student data makes comparing statistics beyond the local institution simple and provides ready information to readers interested in these specific populations. However, dividing the class into two groups also automatically precludes a picture of the class as a whole, especially since a significant number of students fall into the part time category.

The principal purpose of the Annual Report on Freshmen has been to contribute to a fuller and more accurate understanding of the freshman class from the perspectives of profile, performance, and retention. We believe that calculating and presenting the data on all freshmen as a single group will better achieve this purpose. Consequently, the 1988 Annual Report on Freshmen departs from the format used in previous years. While we continue to report significant and interesting variations for different cohorts, all references, tables, and graphs in the 1988 report, unless otherwise specified, refer to the total freshman population. It must also be noted, therefore, that comparisons of 1988 figures to those in previous Annual Reports can not accurately be made wtihout the necessary calculations.

The new format provides more information than in past years. Data are reported not only for the class as a whole and according to full time and part time sessions, but also by day, evening, weekend, and combined sessions. In addition, the population is viewed not only according to age and gender, but also with respect to race and ethnicity, and to a greater extent than before, English language background. In 1988, the College participated in a national survey of freshmen at institutions of higher education. Information compiled from this survey about what our 1988 students think, do, and hope for is also presented.

We trust that these changes will make the report a more informative and useful study of the 1988 entering class. We welcome your comments.

Elsa Nuñez-Wormack
Associate Dean of Faculty

Executive Summary

- The overwhelming majority of freshmen attended classes both during the day and in the evening or on the weekend; 57% attended only during the day.
- About 11% of entering freshmen enrolled in baccalaureate programs.
- Most freshmen entered the College directly from high school: 75% were 18 or 19 years old and lived with their parents.
- The great majority of freshmen (90%) plan for a four year degree or more as their final academic goal.
- Half of all evening and weekend students were under 25 years of age.
- Freshmen in baccalaurete programs persisted into the second year at a rate that was 15 percentage points higher than freshmen in two-year programs.
- Most students who left the College had GPAs of 1.99 or lower.
- Almost 40% of students who left still had not passed one or more Assessment tests.
- Mathematics and Science continue to be the subjects in which freshmen are least well-prepared: 42% had high school averages of 69 or lower in Math, and 37% had the same low averages in Science.
- More than three-quarters of entering freshmen are employed or are actively seeking work.
- Most freshmen (about two-thirds) entered the College deficient in at least one basic skill. Less than 10%, however, failed all three tests.
- Writing was the weakest skill among men, who failed the Writing Assessment test at a rate of 45%.
- Mathematics was the weakest skill among women, who failed the Mathematics Assessment test at a rate of 53%.
- 69% of Black students and 77% of Puerto Rican students failed the Mathematics Assessment test on the first attempt.
- Almost three-fourths of freshmen completed the Assessment test requirements during the first year.

PROFILE

DEMOGRAPHICS

The total number of first-time freshmen entering the College in fall 1988 was 1,617, a slight increase over the entering classes of 1986 (1,410) and 1987 (1,406). About 75% of incoming students enrolled full time. The great majority of matriculated students (87%) registered for a combination of day and evening or weekend classes. About 57% registered for daytime classes only. (Most day-only students [83%] were full time.) Examining the full time and part time students separately revealed that 55% of part time students took some classes during the day, while 37% of full time students took one or more evening or weekend classes. To an important extent, therefore, student populations are not easily delineated as full time = day and part time = evening. Table 1 provides a summary of attendance by session.

Table 1

Fall Enrollment by Session
1988 Freshmen

	Day Only	Day/Evng Wknd	Evng/ Wknd	Total
Full Time	757	414	39	1210
Percent	62.6	24.2	3.2	75.2
Part Time	153	64	181	398
Percent	38.4	16.1	45.5	24.8
Males	378	259	85	713
Percent	53.0	35.1	11.9	44.3
Females	532	228	135	895
Percent	59.4	25.5	15.1	55.7

Missing Data = 9 students

About 5% more women entered the College in 1988 than in the previous year, so that there were 55% women, 45% men; this is a minor and typical fluctuation. Students under 20 years of age continue to be about 75% of entering students, unchanged from 1986 and 1987.

As might be expected, with regard to gender and age, the evening and weekend population presents a different picture from students attending daytime-only classes: 61% of evening and weekend students were women, with the largest percentage (46%) between 20 and 30 years of age; 26% were under 20 and 28% were over 30.

Table 2

Age by Gender
1988, 1987, and 1986 Freshmen
(Percentages)

	< = 17	18	19	20	21-25	26-30	31-35	> = 36	Total
Fall 1988									
Males	2.2	58.6	16.1	5.7	10.5	3.0	1.2	2.7	45.0
Females	3.7	58.3	10.3	3.7	8.1	3.4	3.0	9.2	55.0
Total	3.2	58.6	13.0	4.6	9.1	4.0	2.3	5.3	100.0
Fall 1987									
Total	3.5	64.4	15.3	5.4	7.2	3.1	1.3	1.9	100.0
Fall 1986									
Total	3.0	68.1	15.8	4.4	6.7	2.3	0.9	1.0	100.0

The distribution of female and male students among the full time population was not far from even, 54% to 46% respectively. There was a somewhat larger percentage of women (59%) among part time students. The mean age of part time students was young at 29 years, with only 24% over 30. Fifty percent of all evening and weekend students were under 25 years of age.

Approximately 20% of 1988 freshmen were racial or ethnic minorities. Seven percent were African American; 7% were Puerto Rican or of other Hispanic heritage; 5% were Asian, and 1% were American Indian. There were 39 International students, here on student visas, who entered the College as first-time freshmen in 1988.

COLLEGE PREPAREDNESS

For the purposes of this report, college preparedness is based on two measures: high school averages and performance on the Freshman Skills Assessment Program tests. The FSAP tests were instituted in all units of The City University of New York in 1978 and are considered at The College of Staten Island to be a measure of general readiness in basic skills for college-level work. The three tests include the CUNY Math Assessment Test (CMAT), a test in arithmetic and elementary algebra; the CUNY Writing Assessment Test (CWAT), an essay-type writing test; and the CUNY Reading Assessment Test (CRAT), a multiple-choice reading test.

High School Averages

. . . Overall

The majority of entering freshmen in 1988 were average students in high school. In each of the five subject areas of English, Mathematics, Natural Sciences, Social Sciences and Foreign Language, the largest cohorts graduated with averages between 70 and 79. In keeping with the widely-publicized trend away from science, technology and mathematics being reported nationally, CSI freshmen received their lowest grades in Mathematics (42% below 70) and Natural Sciences (37% below 70). Highest grades were received in Foreign Language (31% 80 or above), followed by English (35% 80 or above).

Over half of 1988 entering freshmen graduated with overall high school averages between 70 and 79, with about one-fifth receiving good averages (80 or above) and one-fifth underachieving (70 or below). Differences in high school preparation between men and women were not remarkable, although slightly more women had above average grades and slightly more men below average (table 3).

. . . by English Language Background

Roughly 10% of the freshman population were students for whom English is a second language (ESL). Looking at the proportion of students in each grade range reveals a rough pattern: in all subject categories except English, a smaller proportion of ESL students had averages below 70 and a greater proportion had averages of 80 or above (table 3). This is especially visible in Math, where almost twice as many ESL students received above average grades and roughly one-third fewer were below average. Still, as for the general incoming freshman population, the largest cohort of ESL students was average in high school performance.

. . . by Day, Evening, and Weekend Session

The overall high school preparation of students who take classes during the day diverges from the preparation of students who attend the College only in the evening or on the weekend. Among the evening and weekend students (50% of whom were 25 years old or more, 29% over 30), nearly 80% had received high school averages in the 70 to 79 range; a smaller percentage of this freshman population had received grades at either of the other extremes: only 5% (compared to 18%) had grades in the 80 or above range and 16% (compared to 21%) had received averages of 69 or below (table 3).

Table 3
High School Averages by Gender, English Language Background, and Session
1988 Freshmen (Percentages)

	Overall	English	Math	Natural Sciences	Social Sciences	Foreign Language
< 69	21.1	13.9	42.1	37.6	21.6	27.0
70-79	60.8	55.2	38.5	46.4	52.8	38.5
80-89	15.6	28.5	16.2	13.1	23.2	26.1
> 90	2.5	2.5	3.1	2.7	2.5	8.4
Males						
< 69	23.9	18.0	42.3	33.9	21.3	34.4
70-79	60.0	59.6	39.4	47.8	54.3	39.7
80-89	13.4	20.2	15.3	14.1	23.5	19.9
> 90	2.6	2.2	3.1	4.3	0.9	6.1
Females						
< 69	18.4	10.7	42.1	37.6	21.8	21.0
70-79	61.5	51.8	37.7	46.6	51.6	37.5
80-89	17.7	34.8	17.0	13.1	22.9	31.2
> 90	2.4	2.7	3.1	2.7	3.7	10.3
EPL						
< 69	19.0	13.3	42.9	36.8	21.6	27.9
70-79	62.7	55.8	39.1	47.6	52.0	39.5
80-89	16.6	28.6	15.4	12.6	23.3	25.5
> 90	1.8	2.3	2.6	3.1	3.0	7.1
ESL						
< 69	10.8	17.6	29.6	29.8	16.2	12.3
70-79	61.3	48.6	38.3	44.2	53.5	31.5
80-89	18.9	31.1	23.5	21.2	24.2	33.7
> 90	9.0	2.7	8.6	4.8	6.1	22.5
Day Session						
< 69	21.0	17.0	48.9	36.0	21.9	30.2
70-79	61.0	51.3	35.2	47.6	50.7	37.3
80-89	15.0	29.6	12.7	12.9	24.5	24.2
> 90	3.0	2.1	3.2	3.5	2.9	8.4
Combined Day/Evening/Weekend						
< 69	21.0	16.7	50.2	36.8	21.8	40.0
70-79	62.0	56.6	33.8	47.2	52.0	31.5
80-89	15.1	23.7	14.2	13.6	21.8	23.2
> 90	2.0	2.9	1.9	2.3	4.4	5.3
Combined Evening/Weekend						
< 69	16.0	27.1	49.0	30.9	15.4	51.5
70-79	79.0	46.7	28.1	46.7	61.5	20.6
80-89	3.0	23.0	20.8	16.8	19.2	18.6
> 90	2.0	3.3	2.1	5.6	3.8	9.3

. . . by Race and Ethnicity

There are some similarities in the high school profiles of certain ethnic groups. For example, for both Puerto Rican and Black students, roughly 70% were average and the remainder were almost equally divided above and below average. More Asians and Hispanics obtained better high school averages compared to the general population, in that roughly 20% fewer students were below average and average, and as many more were above average. White students were in between, with approximately 60% average while almost 20% were above average and 20% below average. This spread is virtually the same as for the total population because of the greater proportion of White students. Mathematics presented a considerable amount of difficulty for large percentages of students in all groups, and especially among White and Black students. At the same time, however, a high percentage of Asians received 80 and above averages in Math. For Puerto Ricans, other Hispanics, and Blacks, the highest concentration of good grades was in Foreign Language, and for Whites, good grades were received most frequently in English and Foreign Language. Table 4 is a summary of high school averages by race and ethnicity.

Table 4

High School Averages by Race and Ethnicity
1988 Freshmen (Percentages)

	Overall	English	Math	Natural Sciences	Social Sciences	Foreign Language
Asian/Pacific Islander						
< 69	17.9	14.7	33.3	34.7	19.5	24.4
70-79	50.0	52.9	28.6	38.8	63.4	35.6
80-89	23.2	29.4	31.0	22.4	14.6	28.9
> 90	8.9	2.9	7.0	4.1	2.4	11.1
Puerto Rican						
< 69	15.5	18.7	30.0	28.6	19.0	11.1
70-79	71.1	60.5	50.0	61.9	59.5	22.2
80-89	13.3	18.6	20.0	9.5	19.0	51.9
> 90	—	2.3	—	—	2.4	14.8
Hispanic						
< 69	13.3	17.2	35.0	20.	13.3	8.0
70-79	56.7	43.6	35.0	53.3	50.0	36.0
80-89	20.0	39.1	15.0	20.0	26.7	28.0
> 90	10.0	—	15.0	6.7	10.0	28.0
Black						
< 69	16.4	22.0	48.6	30.6	23.8	25.6
70-79	71.2	57.6	25.7	48.4	57.1	37.2
80-89	5.5	16.9	20.0	14.5	12.7	25.6
> 90	6.8	3.4	5.7	6.5	6.3	11.6
White						
< 69	19.7	13.7	43.4	37.3	21.7	28.0
70-79	61.2	54.6	39.0	47.2	50.5	40.8
80-89	17.4	29.5	15.5	12.6	24.6	24.9
> 90	1.7	2.2	2.1	2.9	3.1	6.4

FSAP Scores

All students take the CUNY Assessment tests when they enter the College, and many who do not pass take them again during the first year. The percentages discussed here reflect first test performance only. (Test results after one year are discussed in the section on Performance).

Only 9% of entering freshmen failed all three Assessment tests. However, almost two-thirds of the class failed at least one test: about 47% of the class failed Math; 34% failed Writing; and 20% failed Reading (table 5).

. . . by Gender

A comparison of these two groups reveals some distinctions. The poorest test performance for men was in Writing, where 45% failed compared to 24% of women. Women's poorest performance was in Mathematics, however, since 53% of all women failed compared to 40% of men. Scores in Reading for men and women were comparable (table 5).

Table 5

Initial FSAP Performance by Gender and English Language Background 1988 Freshmen

	PASSED	FAILED						
	All 3	All 3	Math	Reading	Writing	Mth/Rdg	Mth/Wrtg	Wrtg/Rdg	Total No.
Males	254	68	98	7	110	18	89	38	682
Percent	37.2	10.0	14.4	1.0	16.1	2.6	13.0	5.6	
Females	316	72	246	22	51	63	75	21	866
Percent	36.5	8.3	28.4	2.5	5.9	7.3	8.7	2.4	
Total	570	140	344	29	161	81	164	59	1548
Percent	36.8	9.0	22.2	1.9	10.4	5.2	10.6	3.8	
EPL	483	97	283	21	130	66	142	36	1258
Percent	38.4	7.7	22.5	1.7	10.3	5.2	11.3	2.9	
ESL	26	36	12	6	26	8	14	22	150
Percent	17.3	24.0	8.0	4.0	17.3	5.3	9.3	14.7	

Missing data (for Gender) = 69
Missing data (for EPL/ESL) = 209

. . . by English Language Background

There is also some variation in test performance between EPL (students for whom English is the primary language) and ESL students. Not surprisingly, about 30% more English-speaking students passed the Reading and Writing tests. Performance on the Math test, however, was the same for both groups (table 5).

. . . by Race and Ethnicity

Ethnic and racial subgroups, which may or may not be affected by language differences, also performed differently on the Assessment tests. Among White freshmen, 28% failed the Writing test, but Asian, Hispanic, and Black students failed this test at a rate exceeding 50%. In Reading, 15% of Whites and Blacks failed, but for Hispanics this rate increased to almost 40%, and for Asians, to 50%. Failing scores in Mathematics were fewest among Asians, where 31% failed. This percentage for Blacks was 69%, for Puerto Ricans, 77%, for other Hispanics 56%, and for Whites 46%. FSAP performance by race and ethnicity is summarized in table 6.

Table 6

Initial FSAP Pass Rates by Race and Ethnicity 1988 Freshmen

	Math	Reading	Writing	Total No.
American Indian	3	4	5	6
Percent	50.0	66.7	83.3	0.4
Asian/Pacific Islander	49	35	31	71
Percent	69.0	49.5	43.7	5.3
Puerto Rican	12	31	24	53
Percent	22.6	58.5	45.3	3.9
Hispanic	15	23	17	34
Percent	44.1	67.6	50.0	2.5
Black	27	61	47	87
Percent	31.0	70.1	54.0	6.5
White	593	942	783	1095
Percent	54.2	86.0	71.5	81.4
Total	699	1096	907	1436
Percent	51.9	81.4	67.4	100.0

Missing data = 271 students

. . . by Session

Evening and weekend students performed comparably on the Math and Reading test to students attending a combination of sessions; somewhat fewer (5% to 7%) students who attended classes only during the day passed these tests. About 4% to 5% more evening and weekend students passed the Writing test compared to all other students. It is important to note, however, that 15% of evening and weekend students did not take the Reading and Writing tests, and almost 30% did not take the Math; for the other two cohorts, these figures are only 3% to 4% (see table 7).

Table 7

Initial FSAP Performance by Session
Percentage of Passing Scores

	Day Only	Day/Evening Weekend	Evening/ Weekend
Math	50.2	57.0	55.0
Reading	77.6	83.0	84.0
Writing	65.9	64.0	70.0

Trends Over Time

Within 5 percentage points, the high school averages of entering freshmen have been consistent over the three years examined. Overall, about 60% of the entering classes had averages in the middle range of 70 to 79, while roughly 20% were above and 20% below. These proportions vary, however, within subject areas. The subject with the largest below average group, over 40% of entering classes consistently over three years, is Mathematics. The subjects with the largest above average groups are English and Foreign Language, representing approximately 30% of the students each year (increasing to 34.5% in Foreign Language in 1988).

In general, first time performance on the FSAP tests has improved over three years, but this improvement has not been remarkable, except perhaps in Writing. About 3% to 4% more freshmen passed all three tests in the past two years over 1986, and almost 2% fewer students failed all three tests in 1988. Passing scores in Mathematics were about two percentage points higher in 1988, and Reading returned to what it was in 1986 (80%) after a 5% decrease in 1987. Writing test performance improved significantly between 1986 and 1987, when 11% more students passed. This has fallen off in 1988, but only by two percentage points. Table 8 summarizes FSAP performance in 1986, 1987, and 1988.

Table 8

Initial FSAP Performance
1986, 1987, 1988 Freshmen
(Percentages)

	PASSED				FAILED		
Year:	All 3	Math	Reading	Writing	One	Two	All 3
1986	32.8	50.7	80.2	59.2	34.4	22.4	10.4
1987	36.2	50.9	75.2	68.5	34.3	18.7	10.8
1988	36.8	52.9	80.1	66.2	34.5	19.6	9.0

ASPIRATIONS, ATTITUDES, AND ACTIVITIES

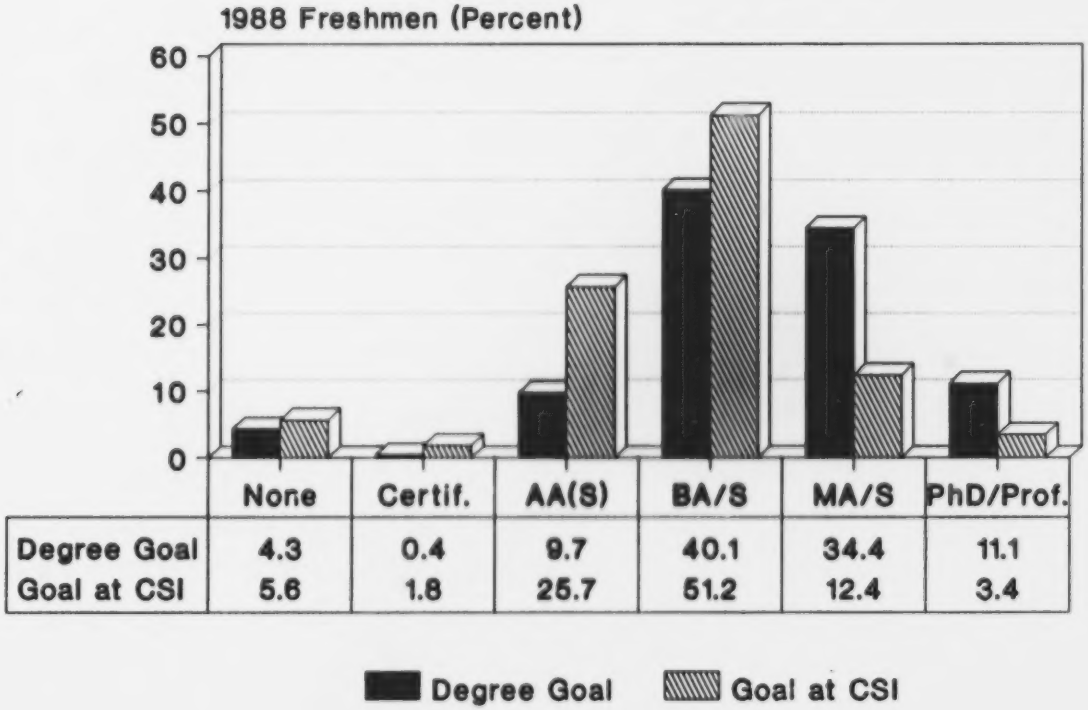
In 1988, The College of Staten Island participated in the Cooperative Institutional Research Program conducted by the American Council on Education and the Higher Education Research Institute at UCLA. A uniform questionnaire was distributed to all incoming freshmen, and the responses of over 50% of the 1988 class have provided data that allow us to enrich our understanding of our students as they enter the College. Along with comprehensive demographic information, we have been able to compile statistics referring to aspects of our students' lives that include their attitudes about themselves and their abilities, as well as information about their activities, choices, values, and aspirations. The information provided in this section is based on the 50% sample of the freshman class who responded to the questionnaire.

Academic and Other Goals

While it is true that the great majority of CSI freshmen are enrolled in a two year curriculum, the fact that such a large percentage of students do not meet the academic requirements for entering four-year programs raises a question as to their academic goals. Irrespective of their entering status, do students aspire to two-year or four-year degrees? To a surprising extent, entering freshmen aspired to advanced education: approximately 40% indicated their goal was a baccalaureate degree, while nearly 35% were planning to go on to obtain a Master's, and approximately 11% already had intentions of achieving a doctorate or professional degree. Only about 10% of students indicated that their final academic goals was the two-year Associate's degree. (The remainder planned for a one-year Certificate or no degree.)

This picture was modified somewhat when students were asked to indicate the degree they planned to obtain at The College of Staten Island (as opposed to *any* college), in that 26% said they planned to obtain an Associate's degree at CSI. This higher percentage presumably reflects plans to transfer to other colleges for more advanced degrees. Over 50% of respondents marked the Bachelor's degree as their goal at this college, while 15% said they planned to stay at CSI for a Master's or Ph.D. About 6% were not planning any degree at CSI (fig 1).

Figure 1
Degree Aspirations



	None	Certif.	AA(S)	BA/S	MA/S	PhD/Prof.
Degree Goal	4.3	0.4	9.7	40.1	34.4	11.1
Goal at CSI	5.6	1.8	25.7	51.2	12.4	3.4

No differences were found in degree goals between men and women, but there was a slightly greater tendency among younger freshmen (18- and 19-year-olds) to aspire to post graduate degrees than among other age groups.

It is of some interest to note that the number of CSI freshmen who are undecided about their college programs is smaller overall than comparable freshmen nationally. The UCLA study reports that 7.6% of men and 11.5% of women are uncertain about a specific field of study at the time they enter college. Comparable CSI figures are 8.1% and 7.4% respectively, indicating that CSI men are somewhat less decisive and CSI women are more decisive about curriculum choice than their peers.

Self-Perceptions

When asked to rate their physical and emotional health and their drive to achieve, between 51% and 54% of students considered themselves to be above average or in the top 10% of their peer group. Somewhat fewer (38%), however, rated themselves as highly in intellectual self-confidence. Social self-confidence was considered to be above average to superior by about 41%, and a similar percentage was as confident of their leadership ability, popularity, and competitiveness. Therefore, a considerable number of respondents seem to be quite confident of themselves and their abilities, or at least have rated themselves so. A discrepancy may be noted, however, between the respondents' perceived academic standing and their actual high school achievement: although 32% thought their academic ability to be above average or in the top 10% of their peer group, only about one-fifth of incoming students actually achieved above average grades in high school. Public speaking and mathematical ability, however, were perceived as high by only 22%-23%.

Almost 60% of students thought their chances of obtaining a Bachelor's degree to be very good, but only 42% were as confident of making a "B" average. Interestingly, only 36% thought there was a very good chance that they would be satisfied with college. Consequently, perceived ability (along with self-confidence and faith in future chances) is high, but expectations for a satisfying college experience is less so.

Values and Objectives

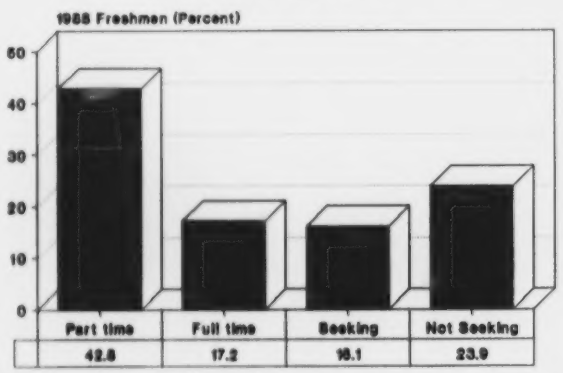
When asked to indicate the objectives considered to be essential or very important in their lives, the highest concentrations of students (76%, 74%, and 67% respectively) indicated being very well off financially, raising a family, and getting married. Traditional values and material comfort seem to be foremost in importance among CSI freshmen in 1988, and this is in line with national norms. The next largest percentage (64%) said becoming an authority in their field was very important or essential, indicating quite high ambition in a significant proportion of respondents, but this corresponds poorly with students' ratings of intellectual self-confidence. Also valued highly by 54% of respondents was being successful in their own business.

A sizeable proportion (56%) thought helping others in difficulty was very important or essential, revealing a sense of social or moral responsibility in a large number of students. Students did not express an interest in being active in social programs, however, since only 17% rated participation in community action programs as very important. Also among the least valued objectives were influencing the political structure (11%) and joining organizations such as the Peace Corps or Vista (5%). About 22% of students considered keeping up with political affairs to be very important or essential, and 26% gave the same significance to promoting racial understanding. In a sizeable proportion of respondents (45%), developing a meaningful philosophy of life was an essential or very important goal.

Activities and Interests

During their last year in high school, most CSI freshmen spent most of their time . . . working; 61% said they worked from eleven to over twenty hours (33%) a week. After this, the next most frequent activity during the last year in school was socializing with friends. Thirty-five percent of respondents, the highest concentration, said they spent between 6 and 15 hours a week with friends — far fewer than they spent working — and 22% indicated spending over 20 hours a week in this activity. At the same time, 31% of students said they spent fewer than 6 hours per week with friends. However, "partying," a closely related activity, was frequent, with 42% spending between 3 and 10 hours a week this way. The same amount of time was spent on sports, and hobbies occupied 3 to 10 hours for 38% of respondents.

Figure 2
Fall 1988 Employment



Missing data = 14.4% of respondents

The activities in which students spent the least amount of time were volunteering, as 66% did not volunteer at all, as well as student clubs, with 58% not participating, and talking with teachers outside of class. For this activity, however, 63% spent between 1 and 3 hours per week, which may be considered significant. Hours spent doing homework for the greatest number (55%) ranged between 1 and 5; 18% spent between 6 and 10 hours, and an additional 11% spent over 10 hours a week in this way.

TV watching was an activity in which most students, about 22% in each range, spent from 1 to 3, from 3 to 5, and from 6 to 10 hours per week. Only 15% were heavy viewers, spending from 11 to over 20 hours per week watching television.

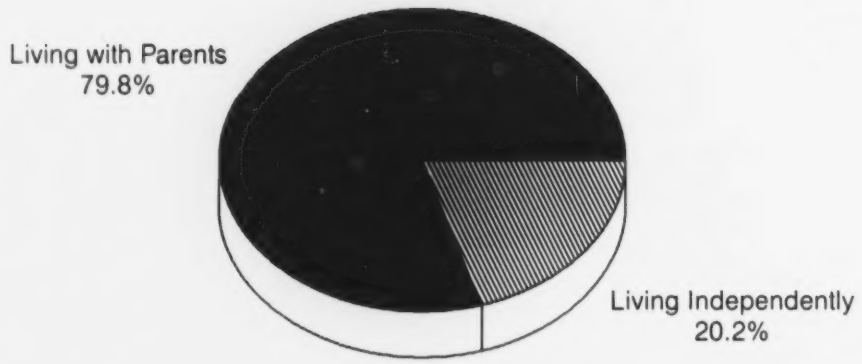
Income

Annual parental income was estimated by 26% of respondents to be below $25,000; 31% reported between $25,000 and $40,000; 25% between $40,000 and $60,000; and 17% indicated over $60,000. The highest concentrations of respondents reported $30,000 to $35,000 (12%) and $40,000 to $45,000 (13%).

Employment and Living Arrangements

From data collected at the time of registration, it is clear that most entering students (60%) are employed: about 43% work part time and 17% work full time. Another 16% of students were actively seeking employment at the time they entered the College (fig. 2). At the same time, the great majority of freshmen (79.8%) were living with their parents at the time of registration (fig. 3).

Figure 3
Freshman Living Arrangements, Fall 1988



PERFORMANCE

ENROLLMENT TRENDS

On the surface, Associate and Baccalaureate division enrollments for 1988, as for previous years, convey a simple fact: the overwhelming majority of entering students, 86.7%, were enrolled in two-year programs and only 12.9% in baccalaureate programs. While this may seem to indicate that most CSI students are planning, at the time they enter the College, to prepare for technical or vocational careers, in fact this may not be so.

As reported in previous years, the College's requirement for enrollment into baccalaureate programs is a class rank that falls within the top one-third at high school graduation or a high school average of at least 80. Since only about 20% to 22% of entering students met these requirements in 1988, most students would not have been eligible for the baccalaureate programs and, regardless of their plans, would have been automatically enrolled in the Associate division. However, more students were eligible for four-year programs than the number who enrolled (about 9% in 1988, down from 10.8% in 1986). It should be noted that the college actively informs students of their eligibility for baccalaureate programs, and changes in curriculum after the enrollment calculation at the time students enter the College are not reflected in this figure.

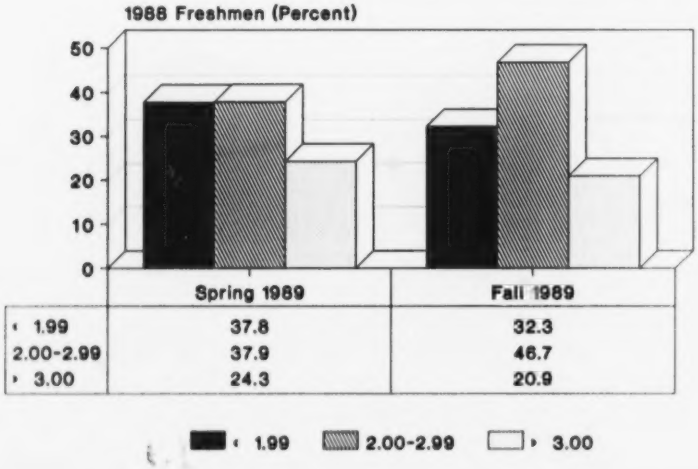
In terms of understanding students' academic goals, information obtained from the freshman questionnaire (page 8) may be more significant. At the time of entry to the College, fully 90% said they planned to continue their education beyond the Associate's degree, and 65% planned to do so at CSI. This practically reverses the picture derived from actual curriculum enrollments. According to the questionnaire results, the overwhelming majority of freshmen aspire to at least a four-year education.

Enrollment trends in specific curriculums at the time students entered the College are presented in table 9. Over a three year period, the Liberal Arts/Non Science and the Business curriculums continue to attract the greatest proportion of freshmen. Since 1986, significant change has taken place only in the Pre-Nursing curriculum, where there has been a reduction in enrollment of more than 50%.

GRADE POINT AVERAGE

Calculated for the total freshman population after one semester and after two semesters (for returning students), figure 4 shows some movement at the end of the first year toward GPAs in the middle range of 2.0 to 2.9, as the cohorts of students receiving 1.9 or below and 3.0 or above diminished slightly after the second semester. Over 46% of students who registered in the third semester had obtained GPAs of 2.0 to 2.9, while roughly 32% of returning students ended the year in academic difficulty. It is not clear to what extent other factors, such as the high proportion of Pass/Fail courses taken during the first semester, affected these results. For example, since the majority of students take at least one remedial course during the first semester, GPAs in the fall would have been calculated for most students on fewer college-level courses in the spring.

Figure 4
Grade Point Averages, Spring/Fall 1989



	Spring 1989	Fall 1989
‹ 1.99	37.8	32.3
2.00-2.99	37.9	46.7
› 3.00	24.3	20.9

Table 9

Curriculum Enrollments
Fall 1986, 1987, 1988 Freshmen
(Percentages)

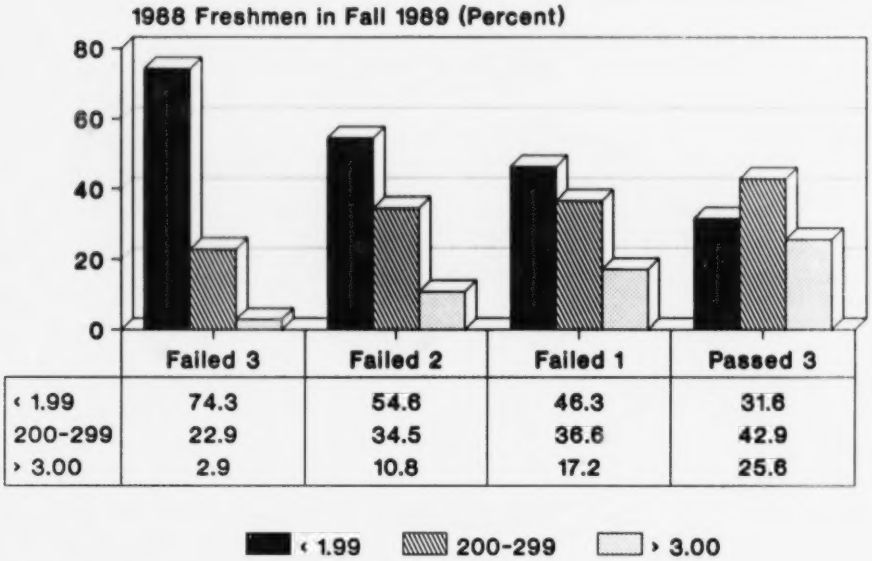
Associate Division	1986	1987	1988
Architecture	1.6	1.9	2.7
Business Career	11.1	11.7	12.2
Business Transfer	15.3	15.4	14.7
Child Care	0.7	0.9	0.9
Community Service		0.1	0.2
Computer Maintenance	1.0	0.2	0.1
Civil Technology	0.7	0.7	0.4
Computer Technology	5.9	6.9	5.5
Electro-Mechanical Technology	0.5	0.6	0.6
Electrical Engineering Technology	2.1	1.7	2.2
Medical Laboratory Technology	0.1		0.1
Industrial Management Technology	0.6	0.3	0.2
Pre Medical Laboratory Technology	1.7	1.3	0.8
Medical Technology	0.4	0.4	0.4
Nursing	10.3	7.3	5.7
Liberal Arts	33.8	33.8	36.4
Engineering Science	2.0	1.8	2.1
Science	1.0	1.6	1.2
Science Laboratory Technology	0.2	0.1	0.1
Total Percent	**89.0**	**86.7**	**86.5**
Baccalaureate Division			
Biology			0.1
Business	2.4	3.0	3.2
Economics			0.1
Cinema Studies	0.1		
Computer Science	1.3	2.5	1.6
Education			0.1
Engineering Science	0.9	0.6	0.9
Liberal Arts	5.2	6.0	6.5
Liberal Arts/Sciences	0.6	0.3	0.3
Mathematics	0.1		
Nursing	0.1		0.1
Psychology	0.1		
Sociology/Anthropology/Social Work		0.1	
Total Percent	**10.8**	**12.5**	**12.9**
Certificate Programs			
Medical Assistant	0.3	0.4	0.4
Industrial Management		0.3	0.1
Total Percent	**0.3**	**0.7**	**0.5**

. . . by FSAP Score

It has been reported in previous years that passing or failing the FSAP tests at the time of entry to the College is not, *as a single factor,* a good predictor of first year academic success, although there is a clear correlation. This continues to be so with regard to 1988 students. This result can be seen most clearly in the academic performance of the triple remedial population, those most "at risk," compared to the non-remedial population, students who did not fail any of the three Assessment tests. After one year, almost 26% of the triple-remedial group had GPAs of 2.0 or better. At the same time, almost one-third of the non-remedial students ended the year in academic difficulty (fig. 5). It is not safe to predict, therefore, that students who fail the Assessment tests will not be successful in their courses during the first year, or that those who do not fail, will be.

However, it is clear that remedial students are much more vulnerable academically than non-remedial students, and that the higher the number of tests failed, the greater the percentage of students in academic difficulty. Also, as a group, 1988 students who failed any Assessment test were twice as likely to have GPAs of 1.9 or lower than students who failed no tests. In combination with other factors, FSAP performance may be a significant predictor of academic success or difficulty.

Figure 5
Initial FSAP Performance by GPA



. . . by High School Average

There seems to be a clear correlation between the grade point average earned after one year and high school average. In general, more students entering with good high school averages ended the year with good GPAs, and more students entering the College with low high school averages ended the year with low GPAs. Average high school students received average GPAs at the rate of 52.3%. It is important to note, however, that over 30% of students with high school averages of 70 to 79 ended the year in academic difficulty with GPAs of 1.99 or lower, as did between 15% and 20% of students with high school averages over 80. Consequently, as a single indicator, high school average may not be reliable as a predictor of grade point average. Students who entered the College with General Education Diplomas (GEDs) seem to have obtained better GPAs than the average student, since over 30% earned GPAs of 3.00 or higher compared to about 14% of students in the average category (table 10).

Table 10

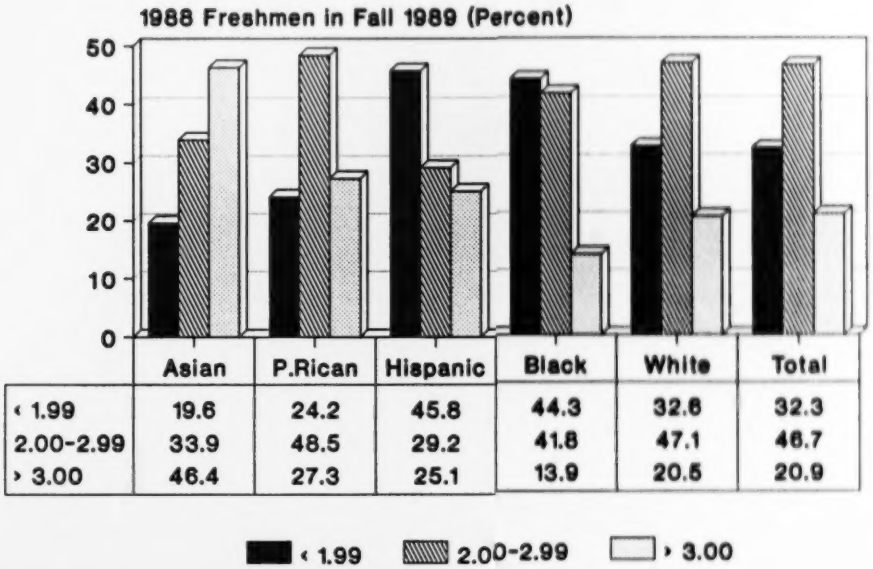
Grade Point Average by High School Average
1988 Freshmen in Fall 1989
(Percentages)

Entering High School Average	Grade Point Average		
	< 1.99	2.00-2.99	> 3.00
GED	30.1	38.8	31.1
60-69	55.6	36.6	7.7
70-79	33.8	52.3	13.9
80-89	15.0	45.0	40.0
> 90	19.2	23.1	57.7

. . . by Race and Ethnicity

The differences in grade point average when calculated according to racial and ethnic background are shown in figure 6. Asian students were by far the highest achieving, since over 45% of that group had GPAs of 3.00 or higher, compared to 20.9% of the total freshman population. Fewer than 20% of Asians were in academic difficulty at the end of the freshman year. Puerto Rican students did relatively well after one year, with almost 40% achieving GPAs of 2.00 to 2.99 (compared to 46.7% for all freshmen) and about 27% with 3.00 or higher. Hispanic and Black students fared less well after one year, with over 44% in each group in academic difficulty, compared to 32.3% overall. Among White students, the largest group (47%) had average GPAs between 2.00 and 2.99, and the next largest group (almost 33%) had 1.99 or lower.

Figure 6
Grade Point Average by Race & Ethnicity

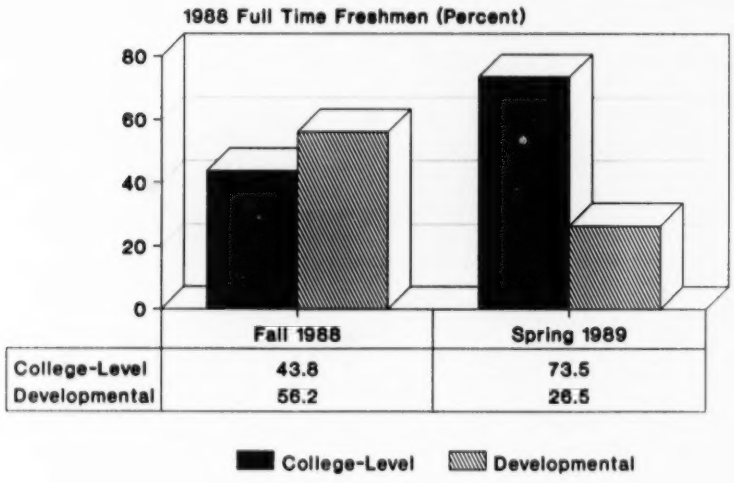


THE BASIC SKILLS REQUIREMENT

As reported on page 5 , approximately two-thirds of 1988 freshmen did not pass one or more of the FSAP tests. To assist students in increasing their proficiency in Reading, Writing, and Mathematics and meeting the basic skills requirement, the College provides a full range of remedial and developmental courses, as well as assistance through special programs and tutoring centers. Students are encouraged in several ways to satisfy the basic skills requirement during the first year: the English and Mathematics departments advise students extensively with regard to appropriate course placement, new freshman advisement procedures have been instituted that focus on special needs, including the lack of proficiency in basic skills, and the College recently instituted a policy that requires all students to pass the Reading test before registering for 200-level courses.

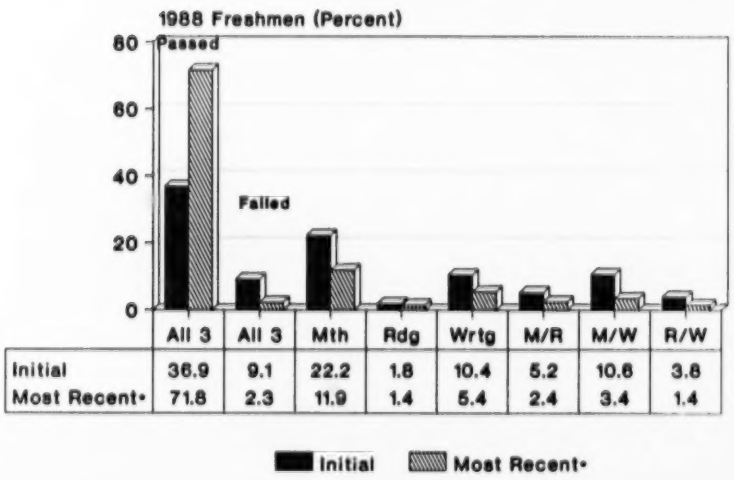
It is evident from the data that 1988 freshmen did attend to basic skills during the freshman year. This may be seen both in enrollments in college-level versus remedial courses (fig. 7) as well as in the pass rates on FSAP tests after the first year (fig. 8).

Figure 7
Course Enrollment, Fall and Spring Terms



	Fall 1988	Spring 1989
College-Level	43.8	73.5
Developmental	56.2	26.5

Figure 8
Initial and Most Recent FSAP Performance



	All 3	All 3	Mth	Rdg	Wrtg	M/R	M/W	R/W
Initial	36.9	9.1	22.2	1.8	10.4	5.2	10.6	3.8
Most Recent•	71.8	2.3	11.9	1.4	5.4	2.4	3.4	1.4

• as of October 31, 1989

Remedial Course Enrollments

While all freshmen who are deficient in basic skills do not completely satisfy the proficiency requirement in the first year, the proportion of remedial versus college-level courses in which freshmen enrolled suggests that students were attending to this requirement early, for the most part in the first semester (fig. 7). Since we know that 75% of first time freshmen start out as full time students, an attempt was made to examine how well this population attended to their remedial needs. In Fall 1988, almost 37% of full time students passed all three Assessment tests (comparable to the figure for the freshman class as a whole). At the same time, 44% of full time students registered only for college-level courses. Conversely, about 62% of full time students failed one or more of the Assessment tests in Fall 1988, and 56% of full time students registered for one or more remedial courses. It is also interesting to note that in Spring 1989, close to 75% of full time freshmen registered only for college-level courses (no remedial courses).

In Fall 1988, 418 freshmen enrolled in remedial Writing courses. This is 83% of the total number of freshmen who failed the Writing Assessment test that semester. In Reading, 229 freshmen enrolled in remedial courses, or 75% of those who failed the Assessment test in Reading. In Mathematics, freshmen take two tests: the FSAP test and the Mathematics Department Placement Exam. Depending on their major and their scores on both tests, students who have passed the FSAP test may still be required to take a course in the remedial sequence. Consequently, the correlation of remedial enrollments with FSAP (CMAT) test failure is not precise. However, Fall enrollment in the first course in the sequence, MTH 010, was 75% of the total number of freshmen who failed the FSAP test in Mathematics. Table 11 provides data on grades generated in remedial and developmental courses during the first academic year. It should be noted that students in remedial and developmental Mathematics courses must pass the CMAT in order to pass the courses. This is not the case for remedial and developmental Reading and Writing courses.

Table 11

Grades in Remedial and Developmental Courses
Fall and Spring Semesters Combined
1988 Freshmen

	P	F	W	I	WU	No. of Seats
EPL Writing	75.7	3.2	4.4	1.4	15.4	436
EPL Reading	77.0	0.6	6.8	2.5	13.0	161
ESL Writing	88.5	2.1	2.1	2.1	5.1	234
ESL Reading	81.3	4.5	6.3	2.8	5.1	176
Subtotal	79.8	2.8	4.6	2.0	10.8	1007
Math 010	38.8	25.0	8.8	8.0	19.3	747
Math 020	39.0	25.8	17.1	0.6	17.5	538
Math 025	61.8	13.8	10.9	1.5	12.0	458
Math 030	43.0	36.2	8.1	1.3	11.5	235
Subtotal	44.7	24.0	11.5	3.7	16.2	1978

FSAP Test Scores One Year Later

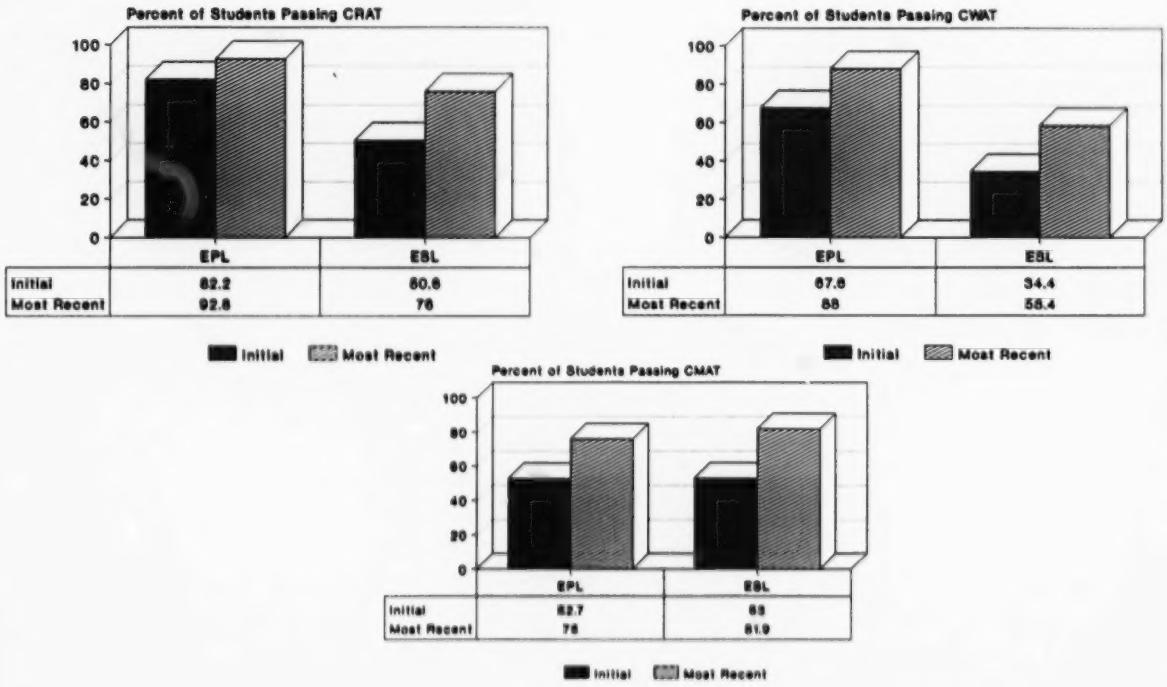
In figure 8, data are presented according to the tests that were failed on the first attempt (singly or in combination) and as of the end of October 1989. At the end of one year, nearly 72% of freshmen had passed all three Assessment tests. Only a little over 2% of students remained deficient in all three skills (down from 9%). Less than 22% were still deficient in Mathematics (down from 47%), about 8% still had not passed the Reading test (down from 19.9%), and a little over 12% had not yet passed the Writing test (down from 33.8%).

In all three basic skills, ESL students as a group passed the Reading and Writing Assessment tests at a significantly lower rate than EPL students. By the end of the first year, however, the ESL group had made greater gains than EPL students in all skill areas: ESL students gained about 25 percentage points in both Reading and Writing, compared to an EPL gain of 10 percentage points in Reading and 20 percentage points in Writing. In Mathematics, where the initial pass rates were about equal for both groups, ESL students gained about 5 percentage points more than EPL students during the first year (fig. 9).

Figure 9

Initial and Most Recent FSAP Performance by English Language Background

1988 Freshmen

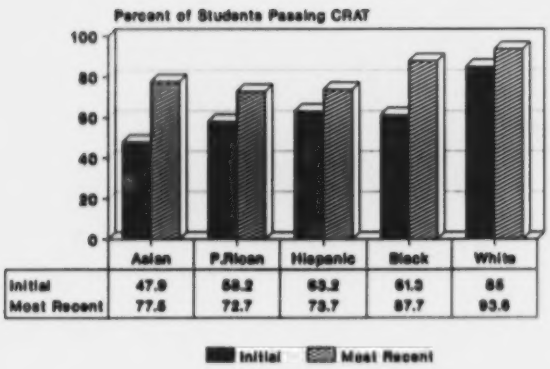


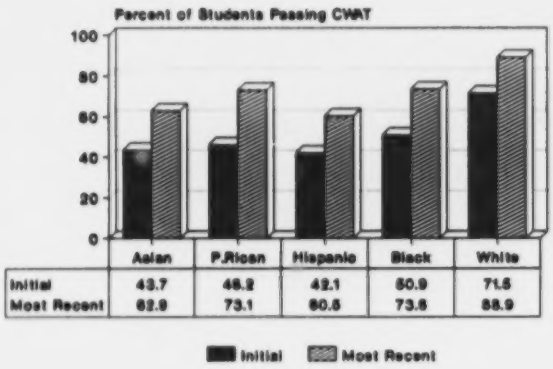
Among the various racial and ethnic groups, initial performance on all three FSAP tests differed significantly. The same is true for gains made during the first year. Figure 10 compares the inital FSAP pass rates to those obtained through October, 1989 by race and ethnicity. Asian and Pacific Island students gained almost 30 percentage points, and Blacks a little over 26 percentage points, in Reading during the first year. In Writing, Puerto Ricans gained almost 27 points and Black students almost 23 points; while in Mathematics, Black students made the greatest gain of 31 percentage points, and Hispanics and Asians gained about 24 points each.

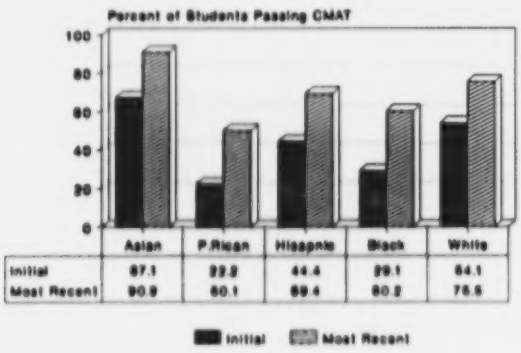
Figure 10

Initial and Most Recent FSAP Performance by Race and Ethnicity

1988 Freshmen







RETENTION

FIRST YEAR PERSISTENCE

The percentage of all freshmen entering in Fall 1988 who maintained their registration into Fall 1989 was 64.5%, the highest the College has experienced. It is an encouraging result that freshman retention has held steady in the mid-60s percentile, even while this figure is only a slight increase over last year (64.2%). Since 1986, freshman retention has risen more than seven percentage points over the previous five-year average, and although this year's increase is modest, it has continued to ascend, indicating a definite trend. The percentage of full time students registered in the third semester was greater than for part time students, as 67.9% returned the following Fall compared to 49.7% of part time students (table 12).

In order to determine whether persistence varied for certain subpopulations, students were grouped separately according to characteristics such as entering high school average, FSAP test performance, race and ethnicity, and gender. Some variations were evident; however it is not clear to what extend retention may be affected by these single factors. Further study is required before any determination can safely be made.

Table 12

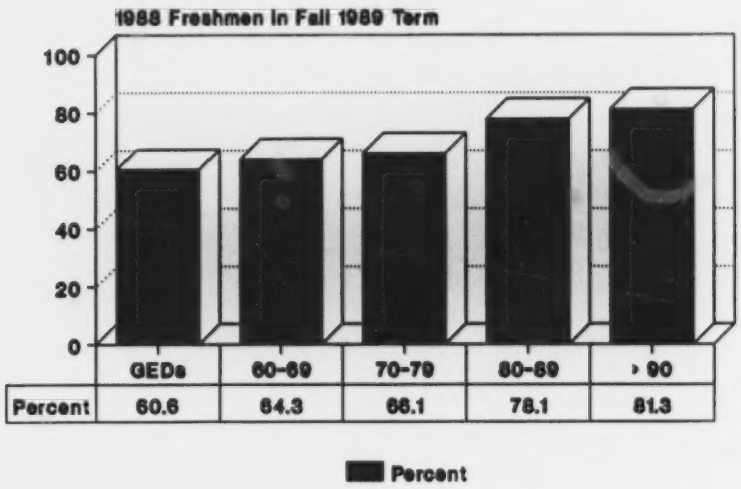
Persistence by Full and Part Time Status
1988 Freshmen in Fall 1989
(Percentages)

	Total Returned	Returned as:	
Started as:			
Full Time	67.9	Full Time	85.8
		Part Time	14.2
Part Time	49.7	Full Time	65.7
		Part Time	34.3

. . . by High School Average

When students were analyzed for persistence according to their entering high school average, a clear correlation emerged: the higher the entering average, the greater the rate of persistence through the freshman year. It is interesting to note that the persistence rate for those with low averages was not below that of the class as a whole: over 64% of students who entered with averages of 60 to 69 persisted, compared to about 66% of students with averages of 70 to 79, and 78.5% with averages of 80 or above. Students who had earned General Education Diplomas, or GEDs, persisted at a rate of 60.6% (fig. 11).

Figure 11
Persistence by High School Average



. . . by FSAP Test Performance

There was also a clear correlation between persistence and students' first-time performance on the FSAP tests: students who passed all three tests at the time they entered the College persisted into the third semester at a rate of 70.3%, compared to 66.5% of students who failed only one test, 57.8% of students who failed two tests, and 53.2% of students who failed all three tests (fig. 12). Looking at students' persistence with regard to their success on the tests during the first year (i.e., including second and subsequent attempts), there is also a correlation between persistence and test performance. *Of students who returned,* over 80% had passed all three tests by October 1989, while about 15% still had not passed one test, almost 4% still had not passed two tests, and less than 1% still had not passed any of the three tests. *Of students who did not register in the fall of 1989,* 60% had succeeded in passing all three tests, but about 24% still had not passed one, over 12% still had not passed two, and almost 5% still had not passed any of three tests (fig. 13).

Figure 12
Persistence by Initial FSAP Peformance

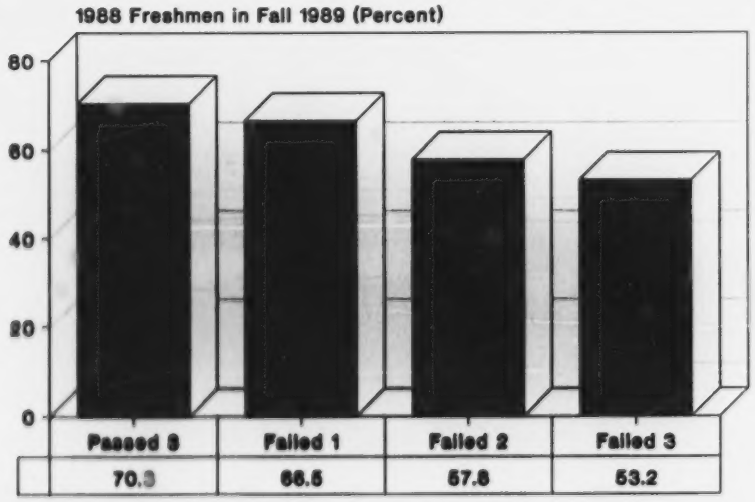
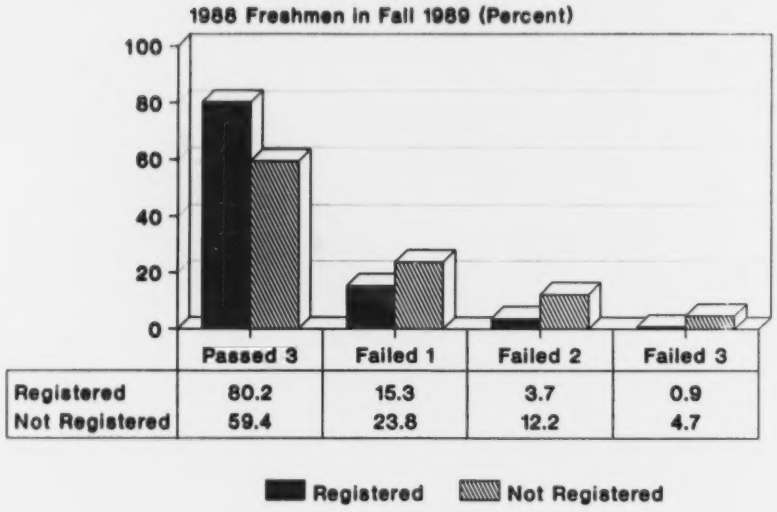


Figure 13
Persistence by Latest FSAP Performance



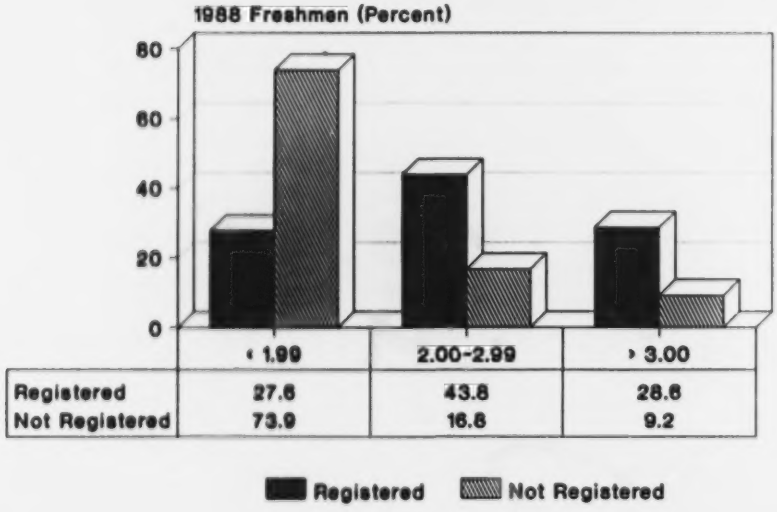
	Passed 3	Failed 1	Failed 2	Failed 3
Registered	80.2	15.3	3.7	0.9
Not Registered	59.4	23.8	12.2	4.7

As of October 31, 1989

. . . by Grade Point Average

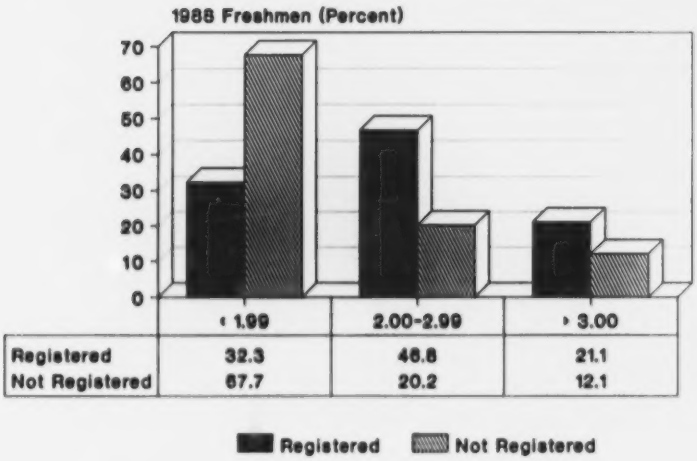
A comparison of the GPA spread for students who persisted compared to that of students who did not register in the third semester reveals a pattern among the leavers: the lower the GPA, the higher the rate of attrition, both after one semester and after one year (see figures 14 and 15). Of students who persisted, a little over 32% ended the year in academic difficulty, with a GPA of 1.99 or lower; this compares to about 68% of students who did not return to the College in Fall 1989. The largest proportion (46.8%) of returning students earned a GPA of 2.00 to 2.99, compared to 20.2% of students who left. Only 12.1% of students who left had earned a GPA of 3.00 or higher, whereas 21% of returning students had GPAs in this range.

Figure 14
Persistance into Spring 1989 by GPA



	‹ 1.99	2.00-2.99	› 3.00
Registered	27.6	43.8	28.6
Not Registered	73.9	16.8	9.2

Figure 15
Persistence into Fall 1989 by GPA



	‹ 1.99	2.00-2.99	› 3.00
Registered	32.3	46.8	21.1
Not Registered	67.7	20.2	12.1

. . . by Gender

There was only a slight difference in persistence between men and women: a little over 57% of returning students were women, about 2% more than of the 1988 entering class (table 13).

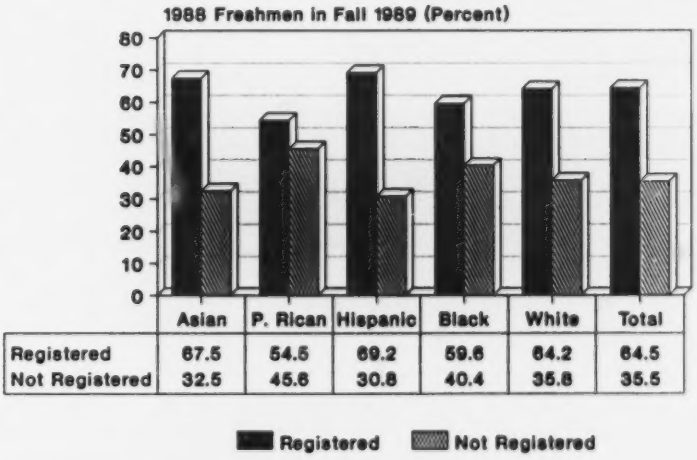
. . . by English Language Background

A greater proportion of ESL students persisted overall than EPL students, but both categories lost about the same proportion of students in the three grade ranges, with the highest drop out rate among students with low GPAs (table 13).

. . . by Race and Ethnicity

When retention was analyzed for students grouped according to race and ethnicity, Hispanics persisted at a rate of 69.2% compared to 67.5% of Asians, 64.2% of Whites, 59.6% of Blacks, and 54.5% of Puerto Ricans (fig. 16).

Figure 16
Persistence by Race and Ethnicity



	Asian	P. Rican	Hispanic	Black	White	Total
Registered	67.5	54.5	69.2	59.6	64.2	64.5
Not Registered	32.5	45.6	30.8	40.4	35.8	35.5

Includes groups of 30 students or more

. . . by Degree Program

Students who enrolled directly into baccalaureate degree programs had a higher persistence rate (79.5%) than students who entered associate degree programs (65.3%) in 1988.

Table 13

Persistence by GPA, Gender, and English Language Background 1988 Freshmen in Fall 1989

Registered	< 1.99	2.00-2.99	> 3.00	Total No.
Males	173	203	66	442
Percent	39.2	45.9	14.9	
Females	161	280	151	592
Percent	27.2	47.3	25.5	
EPL	265	406	164	835
Percent	31.7	48.7	19.6	
ESL	39	40	31	110
Percent	35.4	36.4	28.2	
Not Registered				
Males	205	48	24	277
Percent	74.0	17.3	8.7	
Females	193	71	47	311
Percent	62.1	22.8	15.1	
EPL	292	88	57	437
Percent	66.8	20.1	13.1	
ESL	30	8	6	44
Percent	68.2	18.2	13.6	

SPECIAL PROGRAMS

Data have been collected since 1986 on several programs that provide academic and other support to students, many of whom have been freshmen. While the goals of each program vary, they include frequent and intensive academic advising *(Exemplary Program, Special Services, Prefreshman Summer Immersion Program, Vocational Education Program, C-STEP)*, individual tutoring as well as special courses and workshops in basic skills *(Special Services, Prefreshman Summer Immersion, Vocational Education, C-STEP, Freshman Workshop)*, career and personal counseling *(Special Services, Prefreshman Summer Immersion, Vocational Education, C-STEP)*, and academic workshops in college-level courses *(C-STEP)*. In 1986 and 1987, the programs served all together about 650 freshmen each year. This number fell to about 270 in 1988 since the largest program, the freshman *Exemplary Advisement Program*, did not operate. Of course, many more than this number of students were served when upperclassmen are included.

Freshmen participating in each of the special programs were analyzed separately for persistence after one, two, and three years, where applicable, and this information is summarized in table 14. It should be noted that students participating in special programs, especially the *Freshman Workshop Program, Special Services*, and the *Prefreshman Summer Immersion Program*, may be considered "at risk." Consequently, progress toward the degree is significant even in small measure.

Table 14

Persistence of Freshmen in Special Programs
(Percentages)

Program	Fall of Entry	Semester 3rd	5th	7th
Exemplary Advisement	1986	66.7	48.5	37.9
Exemplary Advisement	1987	67.6	48.2	
Summer Immersion	1986	70.0	48.3	40.0
Summer Immersion	1987	66.9	55.1	
Summer Immersion	1988	77.1		
Freshman Workshop	1986	53.1	34.8	19.7
Freshman Workshop	1987	67.3	40.8	
Freshman Workshop	1988	63.6		
Special Services	1986	78.6	50.0	50.0
Special Services	1987	78.0	70.7	
Special Services	1988	71.4		
Vocational Education	1987	78.0	53.7	
Vocational Education	1988	71.4		
C-Step	1987	92.3	76.9	
C-Step	1988	68.8		
Total Freshman Classes *	1986	60.2	42.4	34.8
	1987	64.2	45.0	
	1988	64.5		

* Data provided by the Office of Institutional Research

CONCLUSIONS

Most of this year's data confirm what has been reported in previous years. The ages of incoming freshmen indicate that the majority enter the College right after high school, and many others enroll one or two years later, perhaps after experimenting with being employed and discovering a need or a desire for more education. The entering class continues to comprise largely average-achieving students, with a good number being seriously underprepared, at least according to their high school grades. By the end of the first year, however, most of those who remain registered have satisfied the College's basic skills requirements, and about two-thirds are performing adequately in their college courses. Of those who do not remain registered (about one-third of the entering class), the large majority are students with low GPAs, many of whom had not successfully completed the Assessment tests by the third semester. The College loses a far smaller proportion of baccalaureate students in the freshman year than students enrolled in two-year programs. Baccalaureate enrollments comprised 11% of the entering class, and retention among students enrolled in these programs was close to 80%. If the College is to improve retention, it will be necessary to impact on the performance of the more vulnerable students very early in their college career.

Many factors affecting student performance are not purely academic. Choosing the right courses, knowing where and when to seek extra help, meeting important deadlines, even just being encouraged at a critical moment — all are factors that figure prominently in a student's ultimate performance, and all can be affected dramatically by interacting with an interested individual. Establishing a steady, regular relationship with someone from the College can make all the difference. Next to the relationship that sometimes evolves between professor and student from classroom contact, the most obvious mechanism for creating and developing relationships with students is through the process of academic advising. For most freshmen, frequent, active, personal advising from the first contact with the College throughout the freshman year can provide essential guidance and support.

New data compiled from a freshman questionnaire may help us to flesh out the freshman academic profile developed so far. Several items revealed from responses to questionnaire inquiries are especially interesting. For example, academic preparedness notwithstanding, ninety percent of this year's entering freshmen aspire to four years or more of higher education. It is not clear just how long term the students consider their end-goals to be, but according to their questionnaire responses, they have not come to the College with technical or vocational training as their final goal; they are thinking at the very beginning of their academic careers about attaining Bachelor's and more advanced degrees. But they are not necessarily planning to obtain them at CSI. More students indicated the Associate's degree as the final CSI goal than indicated that degree as the final goal anywhere. Also, there is a clear difference in the number of students who plan for Bachelor's degrees and the number who plan to obtain them at The College of Staten Island. It may be that a "one step at a time" attitude exists toward degree attainment, not uncommon among students who are among the first in their families to attend college. In this case, the reinforcement of positive experiences will make a big difference in students' persistence toward their higher goals.

Another discrepancy was revealed between students' indicated self perceptions of academic achievement and their actual past performance in school. A large percentage of students considered themselves to be "superior" in school, when in fact, most were not even above average. Are students simply "putting their best face forward," so to speak, on the questionnaire? Or is there something else? Is it possible, for example, that in their own estimation, their previous school performance does not reflect what they consider themselves capable of achieving? Consequently, is The College of Staten Island in their perception a "second chance" to prepare for the future? And if so, do they understand what will be required of them to succeed? The answers to these and other pertinent questions will provide greater insight to the circumstances that govern our students' chances for success.

We have learned a great deal in recent years about the characteristics of entering students and the measure of their academic performance in the first year. Important questions remain about the non-academic side of entering students, questions concerning their motivations, attitudes, perceptions, and goals. Continued investigation into these areas, and others, by guiding our responses, will help us continue to expand and enrich the freshman year experience.

Office of Freshman Programs
The College of Staten Island/CUNY